

HIGH-QUALITY PROFESSIONAL DEVELOPMENT

All children deserve to be taught by highly qualified teachers, and all teachers deserve the opportunity to be involved in high-quality professional development. The following criteria can be used to identify high-quality professional development.

It—

- ___ actively engages teachers, over time, Standard 2
- ___ is directly linked to improved student learning so that all children may meet the Show-Me Standards at the proficient level, Standard 8, 10
- ___ is directly linked to district and building school improvement plans, Standard 1
- ___ is developed with extensive participation of teachers, parents, principals, and other administrators, Standard 1, 2, 9
- ___ provides time and other resources for learning, practice, and follow-up, Standard 3, 7
- ___ is supported by district and building leadership, Standard 2
- ___ provides teachers with the opportunity to give the district feedback on the effectiveness of participation in this professional development activity, Standard 5

Some types of activities that might be considered high-quality professional development if they meet the above requirements are:

- ___ study groups, Standard 1
- ___ grade-level collaboration and work, Standard 1, 9
- ___ content-area collaboration and work, Standard 1, 9
- ___ specialization-area collaboration and work, Standard 1, 9
- ___ action research and sharing of findings, Standard 4, 6
- ___ modeling, Standard 8, 9
- ___ peer coaching, Standard 8, 9
- ___ vertical teaming, Standard 1, 9

Topics for high-quality professional development may include:

- ___ content knowledge related to standards and classroom instruction, Standard 11
- ___ instructional strategies related to content being taught in the classroom, Standard 7
- ___ improving classroom management skills, Standard 9, 10
- ___ a combination of content knowledge and content-specific teaching skills, Standard 7, 11
- ___ the integration of academic and vocational education, Standard 9
- ___ research-based instructional strategies, Standard 6, 11
- ___ strategies to assist teachers in providing instruction to children with limited English proficiency to improve their language and academic skills, Standard 10
- ___ instruction in methods of teaching children with special needs, Standard 10
- ___ instruction in the use of data to inform classroom practice, Standard 4, 11
- ___ instruction in linking secondary and post-secondary education, Standard 9
- ___ involving families and other stakeholders in improving the learning of all students, Standard 10, 12
- ___ strategies for integrating technology into instruction, Standard 10

TO BE CONSIDERED HIGH-QUALITY PROFESSIONAL DEVELOPMENT, AN ACTIVITY MUST MEET ALL SEVEN OF THE FIRST CRITERIA AND AT LEAST ONE IN EACH OF THE OTHER TWO SETS OF CRITERIA. One-day workshops and short-term conferences or workshops are not considered high-quality professional development, unless they are part of an ongoing program or plan and may not be funded with federal funds. A district may still fund some of these activities out of professional development or other funds they have, but they are not considered high-quality. Finally, professional development activities should be regularly evaluated for impact on teacher effectiveness and improved student learning, Standard 5.

Note: References to Standards indicate links to the National Staff Development Council's Standards for Staff Development which follow.

National Staff Development Council's Standards for Staff Development

Context Standards

1. **Learning Communities:** Staff development that improves the learning of all students organizes adults into learning communities whose goals are aligned with those of the school and district. (Related to MSIP Standard 6.7; Indicators 6.7.1, 6.7.2, 6.7.5)
2. **Leadership:** Staff development that improves the learning of all students requires skillful school and district leaders who guide continuous instructional improvement. (Related to MSIP Standard 6.7; Indicators 6.7.1, 6.7.5, 6.7.6)
3. **Resources:** Staff development that improves the learning of all students requires resources to support adult learning and collaboration. (Related to MSIP Standard 6.7; Indicators 6.7.1, 6.7.6)

Process Standards

4. **Data-Driven:** Staff development that improves the learning of all students uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement. (Related to MSIP Standard 6.7; Indicators 6.7.3, 6.7.4, 6.7.5)
5. **Evaluation:** Staff development that improves the learning of all students uses multiple sources of information to guide improvement and demonstrate its impact. (Related to MSIP Standard 6.7; Indicators 6.7.3, 6.7.4, 6.7.5)
6. **Research-Based:** Staff development that improves the learning of all students prepares educators to apply research to decision making. (Related to MSIP Standard 6.7; Indicators 6.7.2, 6.7.3, 6.7.4)
7. **Design:** Staff development that improves the learning of all students uses learning strategies appropriate to the intended goal. (Related to MSIP Standard 6.7; Indicators 6.7.3, 6.7.5)
8. **Learning:** Staff development that improves the learning of all students applies knowledge about human learning and change. (Related to MSIP Standard 6.7; Indicators 6.7.1, 6.7.2)
9. **Collaboration:** Staff development that improves the learning of all students provides educators with the knowledge and skills to collaborate. (Related to MSIP Standard 6.7; Indicators 6.7.2, 6.7.6)

Content Standards

10. **Equity:** Staff development that improves the learning of all students prepares educators to understand and appreciate all students; create safe, orderly, and supportive learning environments; and hold high expectations for their academic achievement. (Related to MSIP Standard 6.7; Indicator 6.7.5)
11. **Quality Teaching:** Staff development that improves the learning of all students deepens educators content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately. (Related to MSIP Standard 6.7; Indicators 6.7.1, 6.7.2, 6.7.3, 6.7.6)
12. **Family Involvement:** Staff development that improves the learning of all students provides educators with knowledge and skills to involve families and other stakeholders appropriately. (Related to MSIP Standard 6.7; Indicator 6.7.5)

Each teacher in Missouri will be given this description of high-quality professional development (HQPD) and will be asked to reflect on each professional development activity she/he participates in during the year to see if any of them meet the criteria. If one activity meets the required criteria, the teacher will fill out the attached survey and submit it to the building principal who will send the surveys to the person who enters Core Data for the district. (The district may devise some other process for getting the information to the person who enters Core Data.) The data will be entered in the June cycle. The data to be entered is simply the number of teachers by building who report engaging in one professional development activity during the year that meets the required criteria. The goal is to have each Missouri teacher participate in high-quality professional development each year. Data from the 2002-2003 school year will be used as baseline data to develop annual goals so that the percent of Missouri teachers participating in quality professional development increases every year.

Missouri's nine Regional Professional Development Centers will provide training to LEA personnel each year on what makes high-quality professional development and how districts can plan their professional development programs so that they meet the high-quality requirements.

You will find the survey on the next page.

Teacher's Name _____

Name of Activity _____

Survey of Teachers

High-Quality Professional Development

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Instructions: Please reflect back over the 2002-2003 school year to the professional development opportunities you have had. Choose the activity that most likely meets the criteria and fill out each part of the survey. Turn it in to your principal when you have completed it.

Part I: It—

- ___ actively engages teachers, over time.
- ___ is directly linked to improved student learning so that all children may meet the Show-Me Standards at the proficient level.
- ___ is directly linked to district and building school improvement plans.
- ___ is developed with extensive participation of teachers, parents, principals, and other administrators.
- ___ provides time and other resources for learning, practice, and follow-up.
- ___ is supported by district and building leadership.
- ___ provides teachers with the opportunity to give the district feedback on the effectiveness of participation in this professional development activity.

Part II: Types of activities that may be considered high-quality professional development if they meet the above requirements are:

- ___ study groups.
- ___ grade-level collaboration and work.
- ___ content-area collaboration and work.
- ___ specialization-area collaboration and work.
- ___ action research and sharing of findings.
- ___ modeling.
- ___ peer coaching.
- ___ vertical teaming.

Part III: Topics for high-quality professional development may include:

- ___ content knowledge related to standards and classroom instruction.
- ___ instructional strategies related to content being taught in the classroom.
- ___ improving classroom management skills.
- ___ a combination of content knowledge and content-specific teaching skills.
- ___ the integration of academic and vocational education.
- ___ research-based instructional strategies.
- ___ strategies to assist teachers in providing instruction to children with limited English proficiency to improve their language and academic skills.
- ___ instruction in methods of teaching children with special needs.
- ___ instruction in the use of data to inform classroom practice.
- ___ instruction in linking secondary and post-secondary education.
- ___ involving families and other stakeholders in improving the learning of all students.
- ___ strategies for integrating technology into instruction.